

The University of Nottingham

INTEGRATING CLINICAL DECISION-MAKING AND CRITICAL THINKING ABILITIES.

Gill Langmack and Dawn Ritchie

The University of Nottingham

Research evidence

<p>Active learning</p> <ul style="list-style-type: none"> □ Butler et al (2009) 	<p>Self-confidence</p> <ul style="list-style-type: none"> □ Brown and Chronister (2009)
<p>Safe learning environment</p>	<p>Student satisfaction</p>
<p>Bridging the theory-practice gap</p> <ul style="list-style-type: none"> □ McCaughey and Traynor (2010) □ DeBourgh and Prion (2010) 	<p>Developing critical thinking</p> <ul style="list-style-type: none"> □ Brown and Chronister (2009)

The University of Nottingham

Clinical decision making & critical thinking

- Decision making in clinical practice is a process of collating relevant information and observations on an individual, interpreting these in the light of knowledge and evidence and critically reviewing this information to generate possible solutions in order to select an appropriate course of action for an individual (Aston, 2010)
- Critical thinking is a process whereby information is collated, sorted through, synthesised and evaluated.

The University of Nottingham

Incorporating high fidelity simulation

- Embedded within 6 month module at the commencement of management year
- Undertake preparatory pre simulation theory teaching related to the topic e.g. haemodynamic assessment and management
- Two groups of approximately 10-12 students with two – three facilitators. Students divided down into three teams of 4 students.
- Each student has the opportunity to be the lead nurse on a minimum 3 occasions over the course of a week.
- Debriefing of situations – after each simulation session

The University of Nottingham

Evaluation

- Qualitative methodology
 - Undertook retrospective focus group discussions with participants to evaluate experience.
- Participants – pre-registration students undertaking either:
 - Traditional 3yr Dip/BSc in Nursing – 20-26 students per group
 - 4yr Masters in Nursing Science – 18-20 students per group

The University of Nottingham

Key themes

- **Required students to actively engage –**
 - “ you had to work things through initially as a team and then on your own . . . made me think about becoming a staff nurse”
 - “Although I have had to work so hard and it was challenging, I really enjoyed it,”
- **Working and learning together –**
 - “Kept me interested and held my attention”
- **Preparation for placements in critical care –**
 - “ the scenarios were well paced and very relevant to placement, I knew what to do!”

Key themes

The University of Nottingham


- ❑ **Critical thinking –**
 - “Scenarios were really good, enabled the integration of knowledge and skills learnt from the module.”
 - “made me aware of knowledge I should have and need to get”
- ❑ **Clinical judgement –**
 - “It allowed me to make mistakes in a controlled environment”
 - “Having the opportunity to work through scenarios was very useful and receiving feedback on what I did helped me think through my actions.”
 - “I can now see how it all fits together , its all starting to make sense.”

Limitations

The University of Nottingham

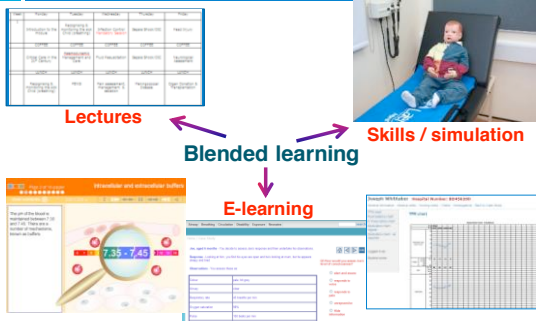
Hard work!
“it put me on the spot in front of my friends”

- ❑ **Realism – mannequins**
- ❑ **Role-playing – students, cues**
 - Students – anxieties and stress
 - Faculty
 - Scenario development
 - Make-up techniques
- ❑ Engaging the ‘disconnected’ student



A Blended learning approach

The University of Nottingham



Lectures **Skills / simulation**

Blended learning

E-learning

Key themes

The University of Nottingham

- ❑ Allowing linking of personal experience
- ❑ Ability to interpret together with practice mentors
- ❑ Ability to explore the underpinning knowledge and explore a range of potential solutions
- ❑ Providing opportunities to critically reflect on practice situations

Where now?

The University of Nottingham

- ❑ **Scenario development**
 - Patient pathways
 - Richness of information
- ❑ **Focused debriefing tools**
- ❑ **Rigorous evaluation tools**
- ❑ **Curriculum development**
- ❑ **Practice preparedness**
- ❑ **Interprofessional collaborations**



References

The University of Nottingham

- ❑ Aston, E (2010) Student nurse guide to decision making in clinical practice – McGrawHill Press, OUP [In Press]
- ❑ Brown, D and Chronister, C. (2009) The Effect of Simulation Learning on Critical Thinking and Self-confidence When Incorporated Into an Electrocardiogram Nursing Course. Clinical Simulation in Nursing 5 e45-e52
- ❑ Butler, KW, Veltre, DE and Brady, D (2009) Implementation of Active Learning Pedagogy: Comparing Low-Fidelity Simulation Versus High-Fidelity Simulation in Pediatric Nursing Education. Clinical Simulation in Nursing 5 e129-e136
- ❑ DeBourgh, GA and Prion, SK (2010) Using Simulation to Teach Prelicensure Nursing Students to Minimize Patient Risk and Harm. Clinical Simulation in Nursing [In press]
- ❑ Good, M. L. (2003) Patient simulation for training basic and advanced clinical skills. Medical Education 37(Suppl. 1) 14-21.
- ❑ Lasater, K (2007) High fidelity simulation and the development of clinical judgment: Students' experiences. Journal of Nursing Education 46(6) 269-276
- ❑ McCaughey, CS and Traynor, MK (2010) The role of simulation in nurse education. Nurse Education Today [In press]
- ❑ Wilson, M, Shepherd, I, Kelly, C and Pitzner, J (2005) Assessment of a low-fidelity human patient simulator for the acquisition of nursing skills. Nurse Education Today (2005) 25, 56–67